

## Historic American Buildings Survey: North Carolina Audit

*by Martin J. Perschler*

The National Park Service's Historic American Buildings Survey (HABS) has produced one of the largest architectural archives in the world. Since it was established in 1933, HABS has documented over 25,000 structures and sites in a combination of measured drawings, large-format photographs, and written historical reports, all of which are on permanent deposit at the Library of Congress and are available to the public. As a quantitative measure of its success at upholding the principle of preservation through documentation, the number of documented sites that have entered the HABS collection since the 1930s (more than 300,000 items in all) is also one of HABS's reddest herrings: While a reliable indicator of HABS's activity across the country, the number of recorded sites sheds little light on the quality of the documentation produced by HABS or on HABS's success at meeting one of its chief goals: to serve as a "complete resume of the builders' art."<sup>1</sup>

Recent changes at the HABS/HAER/HALS/CRGIS (Historic American Buildings Survey/Historic American Engineering Record/Historic American Landscapes Survey/Cultural Resources Geographic Information Systems) Program have made it possible to extract new information from the collections. An effort begun in 2001 to catalog all HABS records has already led to a clearer understanding of the range of building types documented by the program since 1933. The introduction of Geographic Information Systems (GIS) as another collections management tool in the spring of 2004 has contributed towards creating a more accurate and meaningful picture of HABS's work. Time and again, cataloging and GIS are proving their mettle as highly effective tools for measuring HABS's progress and charting new courses and documentation priorities.

In the summer of 2004, HABS/HAER/HALS/CRGIS combined cataloging and GIS in a pilot study—an audit—of HABS documentation. Using the HABS records on sites in North Carolina, Romola Ghulamali, a student at the University of Maryland and a participant in the National Park Service's Cultural Resources Diversity Internship Program, and I completed several significant cataloguing tasks. We catalogued close to 400 HABS records; cross-checked them against North Carolina's lists of National Historic Landmarks and state historic sites; consulted architectural guidebooks for information on the architectural character and history of the state's three distinct geographical regions; searched HABS's administrative history files for correspondence, lists,

and other records relating to HABS's first efforts in the state; and consulted with the North Carolina State Historic Preservation Office for information on current surveying and other preservation priorities. We used GIS to represent the distribution of recording activities and to locate landmarks, historic sites, and other buildings and building types that might be considered suitable for future surveys.

While some of the North Carolina audit findings are predictable given the way in which HABS has evolved as a program over the years, others are unique to North Carolina. For instance, nearly 30 percent of the HABS records for North Carolina now at the Library of Congress can be attributed to one man.

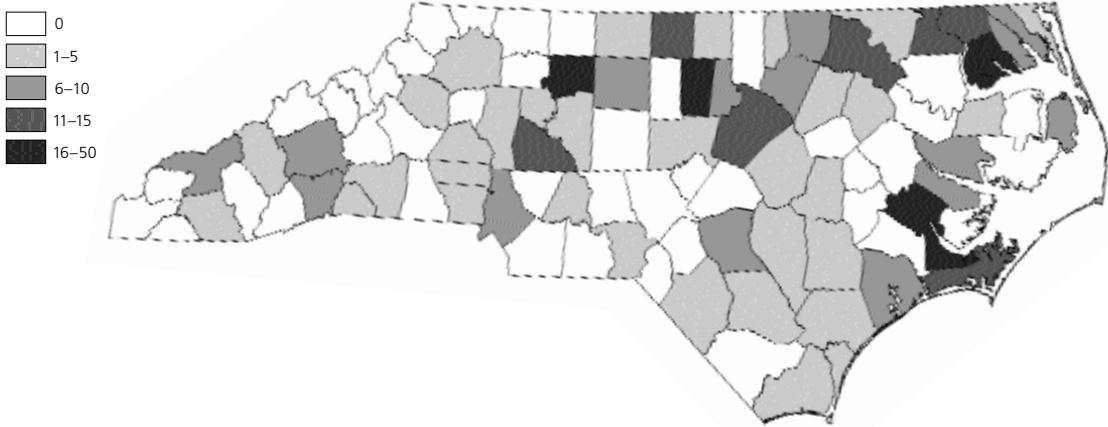


FIGURE 1  
Sandy Point Plantation,  
Chowan County, North  
Carolina, taken July 1940, is  
one of many photographs  
made by Thomas T.  
Waterman. (Courtesy of the  
Library of Congress, Prints  
and Photographs Division)

Thomas T. Waterman (1900-1951), an associate architect for HABS and supervisor of recording efforts along the eastern seaboard from 1933 to 1942, photographed and researched over 100 buildings and sites in North Carolina during a three-week trip through the state in July 1940, a remarkable achievement even by today's standards. His keen personal interest in the state's early domestic architecture—an interest he cultivated while working for HABS and the driving force behind his July adventure—resulted in a beautifully illustrated book on the subject in collaboration with photographer Frances Benjamin Johnston, and an abundance of photo documentation of 18th- and early-19th-century houses in the HABS collection.<sup>2</sup> His interests likewise led to the establishment of an architectural canon for North Carolina in which houses occupy center stage. (Figure 1)

While the HABS collection includes records of buildings from each region of the state, half are (or were) located in eastern North Carolina, where

FIGURE 2: NORTH CAROLINA HABS REPORTS, AUGUST 2004



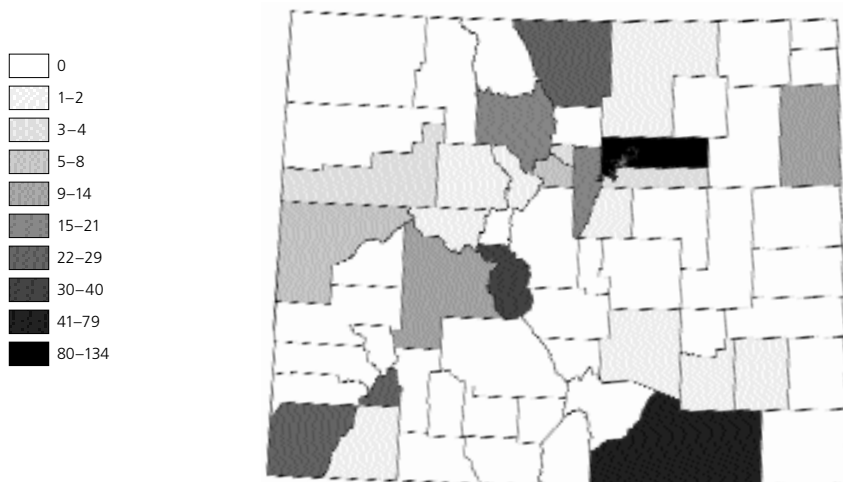
*This map of North Carolina illustrates the concentration of properties per county represented in the HABS collection as of August 2004. (Courtesy of the National Park Service)*

Waterman focused most of his energy. Although the North Carolina records represent a wide variety of building types (114 different types), frame and brick houses predominate, accounting for 61 percent of the North Carolina buildings and sites recorded by HABS. While not surprising considering Waterman's interests and those of HABS, that figure exceeds current estimates of the number of houses in the HABS collection overall (37 percent, based on a sampling of approximately 6,000 records, or 20 percent of the collection). By comparison, only 1 percent of buildings recorded in North Carolina may be classified as barns, whereas collection-wide the figure approaches 8 percent. In a state where agricultural roots run deep, a dearth of recorded barns is as good an indicator as any of the direction HABS might consider the next time it heads to the Tar Heel State.

Approximately 25 percent of the North Carolina records includes a measured drawings component, matching the average for the HABS collection overall. One third of the drawing sets are the work of students in the School of Design at North Carolina State University (previously North Carolina State College), who measured and drew 32 buildings and sites for HABS during the 1960s and 1970s. The number of photographs and historical data per report are below the collection average. Such lower figures are due in large part to the cursory nature of recording activities in the state from 1933 to 1940.

Forsyth County in the North Carolina Piedmont leads other counties in the number of recorded sites, with several of them located in the 18th-century Moravian settlement of Old Salem (part of today's Winston-Salem). Following Forsyth are Craven and Chowan Counties along the Atlantic coast, where the recorded sites—many of them photographed by Waterman—are located either

FIGURE 3: COLORADO DECEMBER 2004



*This map of Colorado illustrates the concentration of properties per county represented in the HABS collection as of October 2004. (Courtesy of the National Park Service)*

in or around the 18th-century county seats of New Bern, founded in 1710, and Edenton, founded in 1715.(Figure 2)

National parks account for approximately 6 percent of the North Carolina records in the HABS collection. More than half (64 percent) of those records are associated with parks in the Blue Ridge Mountains or the Appalachian foothills, where they represent 44 percent of all HABS records for the region. According to current statistics, HABS has recorded 47 percent of North Carolina's 38 National Historic Landmarks, 11 percent of its 27 state historic sites, and at least 1 building or site in 58 of the state's 100 counties.

Possibilities for new recording projects abound in North Carolina, whether the projects take a geographical tack, fall along typological lines (say, a tobacco barn survey), or follow a thematic approach (a National Historic Landmarks recording project, for example). Architectural interests have evolved since the 1930s, the field of eligible survey candidates has drastically expanded, and many buildings and sites once thought to be safe from destruction—or not thought of at all—now face uncertain futures as population shifts, commercial and residential development, natural disasters, and sweeping transformations in agriculture and traditional industries press against North Carolina's historic architectural fabric. The measure of HABS's success in North Carolina and elsewhere over the next 70 years may be the extent to which HABS is able to keep ahead of these changes.

The collections management team at HABS/HAER/HALS/CRGIS is now applying the lessons of the North Carolina audit to other states. A report looking at the track records of both HABS and its sister program, the Historic

American Engineering Record (HAER), in Colorado is scheduled for December 2004. (Figure 3) Reports on Arizona, Maine, the Dakotas, and Oklahoma will follow.

---

**Martin J. Perschler** is collections manager with the HABS/HAER/HALS/CRGIS Program and the photographic collections editor for the *CRM Journal*. He can be reached at [martin\\_perschler@nps.gov](mailto:martin_perschler@nps.gov).

## Notes

1. Charles E. Peterson, "Memorandum for the Director, Office of National Parks, Buildings, and Reservations," November 13, 1933, as reprinted in "American Notes," *Journal of the Society of Architectural Historians* 16, no. 3 (October 1957): 30. See also Lisa Pfueller Davidson and Martin J. Perschler, "The Historic American Buildings Survey During the New Deal Era: Documenting 'a Complete Resume of the Builders' Art,'" *CRM: The Journal of Heritage Stewardship* 1, no. 1 (Fall 2003): 49-73.

2. Frances Benjamin Johnston and Thomas T. Waterman, *The Early Architecture of North Carolina* (Chapel Hill: University of North Carolina Press, 1947).

## Exploring the Contributions of the Buffalo Soldiers Through New Technologies

*by Deidre McCarthy*

Following the Civil War, the United States Army recognized the contributions of African American soldiers in maintaining the Union by offering placement of black troops as regular soldiers in the peacetime United States military. In 1866, Congress reorganized the military to reflect peacetime needs and to take advantage of the willing and experienced African American troops at their disposal. Creating African American cavalry and infantry units, military leadership sent these troops West to participate in the Indian Wars. According to tradition, it was the American Indians who dubbed the African American troops “Buffalo Soldiers.”

The role played by the Buffalo Soldiers in the conquest of the American West is controversial. The American military studied the colonial model used in the deployment of native troops against indigenous populations. The establishment of regular black troops in the American West after the Civil War reflected many of these ideas. Today, aspects of Buffalo Soldier history are idealized or incorporated as a part of an evolving national mythology. Regardless, Buffalo Soldiers played an important role in the 19th-century history of the American West.

In 2002, the National Park Service’s Intermountain Regional Office and the Desert Southwest Cooperative Ecosystem Studies Unit (CESU) established a partnership with Howard University in Washington, DC, and Haskell Indian Nations University in Lawrence, Kansas.<sup>1</sup> Designed to give undergraduate history students experience in inventorying significant data and sites associated with the Buffalo Soldiers and to foster cooperation among the African American and American Indian communities, the effort was entitled the Warriors Project. By opening a dialogue between the African American and American Indian communities, the National Park Service hopes to foster interest in a subject of mutual importance to a new generation, in addition to providing greater recognition to these important resources.

Through the National Park Service Director’s Challenge Cost Share Initiative, the Desert Southwest CESU provided funding to Haskell Indian Nations University to create a comprehensive bibliography of documentary resources describing engagement between the Buffalo Soldiers and American Indians. Similarly, funding was provided to Howard University for the identification of a wide range of significant sites—from battlefields to campgrounds—associated

with Buffalo Soldiers. Students from the universities identified approximately 250 sites in 12 states associated with Buffalo Soldier activity between 1866 and 1891 and compiled a bibliography of primary and secondary source works.

### **The Role of Geographic Information Systems (GIS) Technology**

As part of the project, the National Park Service encouraged the use of technology to improve communication among the students and to increase public access to the data produced. The National Park Service Cultural Resource Geographic Information Systems (CRGIS) Facility offered technical support to help explore the benefits of geographic information systems and help students better visualize resource locations, make initial assessments of potential threats to the resources, and determine the existing level of protection for resources.

More than simply computerized cartography, GIS software displays real world features as individual map layers according to feature type, such as roads, camp sites, battlefields, or park boundaries. By stacking map layers, users view layers in relationship to each other and the Earth. Attribute information in a database describes each map feature, allowing user queries based on text descriptions or geography.

As part of the Historic American Buildings Survey/Historic American Engineering Record/Historic American Landscapes Survey/Cultural Resources Geographic Information Systems (HABS/HAER/HALS/CRGIS) Program, CRGIS works to apply GIS technology to traditional research and documentation projects. Combining GIS technologies with standard historical research methods allows CRGIS to perform better analysis, visualize resources in new ways, and provide new perspectives to historians, planners, resource managers, and the public. Similarly, GIS provides the students involved in the Warriors Project a powerful tool to perform meaningful analysis of their results and communicate their conclusions in a dynamic and visual way.

CRGIS provided the participating students at Howard University a two-day GIS training class on cultural resource applications of the software. CRGIS also worked with Environmental Systems Research Institute, the creator of ArcView GIS software, to donate software licenses to Howard University for the project.

CRGIS created generalized point locations for 215 of the 250 identified sites using existing data sources, such as the National Register of Historic Places, federal land boundaries, national park boundaries, and the Geographic Names Information System created by the U.S. Geological Survey. The attribute table associated with the points identified those sites already listed in the National Register, located on federal property, or protected in some way. Information

provided by the Howard University students, such as date ranges, military units, and American Indian opponents, were similarly entered into the attribute table, attaching a wealth of information to each point on the map. Definitive locations for the remaining 35 sites could not be determined from the information provided by the students.(Figure 1)

Subsequently, CRGIS helped the Howard University students use the geographic data and GIS to make maps showing the distribution of sites in the West associated with the Buffalo Soldiers. Because of the information contained in the attribute tables, students performed some basic analysis, such as color-coding the sites by date range, unit, and opponent. Through GIS, students also explored the level of protection for each resource by overlaying the site locations on national park or federal land boundaries.(Figure 2)

Maps and data produced by the Howard and Haskell students contributed to a report submitted by the universities to the National Park Service in 2004. Both groups of students found the project rewarding and informative, giving them opportunities to explore aspects of each other's cultures that they may never have previously considered.

### **The Future of the Warriors Project**

The success of the Warriors Project may lead to additional work highlighting the lives and contributions of both African Americans and American Indians during the 19th century. Certainly, the information collected during the Warriors Project calls for more research to find the 35 sites for which no location could be determined. Students could look to other technologies such as Global Positioning Systems (GPS) to pinpoint these critical resources with more accuracy. By incorporating other technologies, students could interview tribal elders, collect oral traditions, and associate that information with specific geographic locations. Tied with traditional documentary sources, this information could be linked for the first time through GIS.

Similarly, the Warriors Project calls for a more systematic survey of resources associated with the Buffalo Soldiers, to assess potential threats to these sites and to recognize where they are already protected. The National Park Service's American Battlefield Protection Program conducted comprehensive surveys of this type for the Civil War, the War of 1812, and the Revolutionary War, which could serve as models. Building on the work already completed and taking advantage of the technological tools available, this type of study for Warriors Project sites would significantly contribute to scholarship in this area, as well as the protection of these often overlooked sites. Such a project could increase communication between the American Indian and African American communities as they work to identify more sites and survey known sites.



FIGURE 1: SIGNIFICANT HISTORIC SITES ASSOCIATED WITH BUFFALO SOLDIER REGIMENTS

Howard University students identified the location of the 215 Buffalo Soldier sites in the United States. The locations are classified by date range corresponding to their period of significance. (Courtesy of CRGIS, National Park Service)

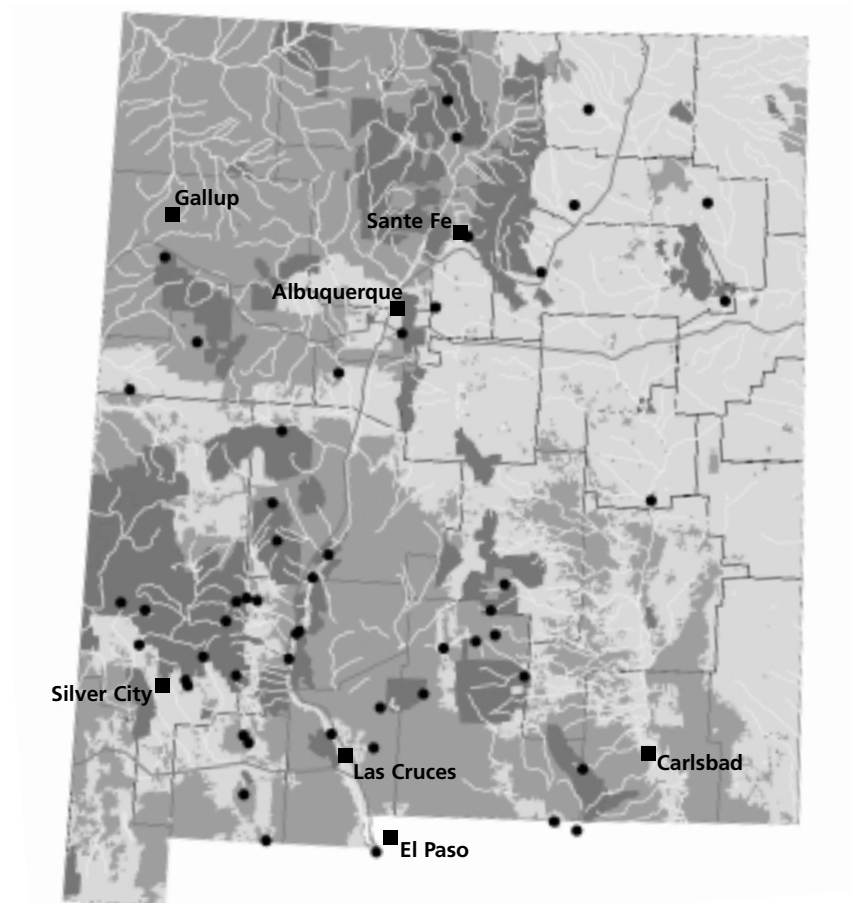
- Sites based on Date Range
- 1860-1870
  - 1870-1880
  - 1880-1890
  - 1890-1900
  - unknown
- Major U.S. roads ———



FIGURE 2: SITES ASSOCIATED WITH BUFFALO SOLDIERS IN NEW MEXICO

This map shows Buffalo Soldier sites in New Mexico overlaid with national park lands and other federally owned lands. (Courtesy of CRGIS, National Park Service)

- Soldier site
- City
- National Park lands
- Other federally owned lands



Finally, the Warriors Project will lead to more professional interest in these resources and raise public awareness of the contributions of these combatants in the history of the American West. Recent archeological investigations, funded by the Desert Southwest CESU through the National Park Service and the Bureau of Land Management, are addressing military sites identified during this project, such as the Guadalupe Mountains base camp in Texas. The Intermountain Region's Colorado Plateau and Rocky Mountain CESUs joined the effort and began to explore possibilities for archeological field schools and theme studies. Studies focusing on the Villista Campaigns on the United States-Mexican border and the conflicts of African American troops with border guerillas during the Mexican Revolution of 1910 are also being explored. Heritage tourism continues to play an important role as state departments of tourism work with tourism organizations to develop and market tours.

Through the application of technologies such as GIS, students can create maps to make powerful statements that can be used in state, local, and federal preservation planning processes and can help to promote the protection of these sites and raise public awareness of local history. These technologies offer additional tools to historians and students, promoting more informed scholarship. The dynamic and flexible nature of GIS will help to tell the important story of diverse peoples and their roles in American history.

---

**Deidre McCarthy** is a GIS specialist with the Cultural Resource Geographic Information Systems Facility, a component of the National Park Service Historic American Buildings Survey/Historic American Engineering Records/Historic American Landscapes Survey/Cultural Resources Geographic Information Systems Program. She can be reached at [deidre\\_mccarthy@nps.gov](mailto:deidre_mccarthy@nps.gov).

### Note

1. Cooperative Ecosystem Studies Units (CESUs) are formal partnerships among federal agencies and universities to provide research, technical assistance, and education on the biological, physical, social, and cultural sciences to federal land management, environmental, and research agencies and their potential partners. CESUs address natural and cultural resource issues and interdisciplinary problem solving in an ecosystem context.

## Mississippi's Historic Schools Survey

*by Jennifer V. Opager Baughn*

Schools are, and have historically been, at the center of their communities. Thus, an understanding of the history of school buildings must include insights into how events have shaped schools and how schools have shaped events. National movements such as Progressivism, the New Deal, and the fight for desegregation touched even the most rural counties through the schools. School buildings—through their construction, occupation, and abandonment—illustrate the rise and fall of populations, and the movement of people to the cities and towns and of African Americans to the North. Schools also demonstrate the increasing standardization of the building trades and the growing professionalism of architectural practice. The importance of these and other themes provides a solid basis for convincing school officials and the public of the significance of school buildings and of the need to preserve them.



In June 1999, the Mississippi Department of Archives and History initiated a survey of all public schools in the state built before 1960. This survey included all buildings constructed as schools, regardless of their current use. Fieldwork has been conducted in each of the state's 82 counties and should be completed by August 2005. Early results indicate that at least 800 extant schools will be documented, and information about another 3,000 non-extant resources will be added to Mississippi's Historic Resources Inventory.(Figure 1)

The historic schools survey assists Archives and History in its function as the State Historic Preservation Office for Mississippi, primarily in its task of collecting information about historic resources around the state and using that information to carry out Section 106 reviews.<sup>1</sup> In addition to its federal

mandate, under Mississippi's Antiquities Law of 1970, Archives and History is responsible for protecting publicly owned historic properties by designating such buildings as Mississippi Landmarks and reviewing any changes to landmarks or buildings deemed eligible for landmark status. Since public schools are the most common publicly owned buildings in the state, Archives and History has been interested for some time in obtaining a better understanding of school buildings and their historic contexts in order to better evaluate the structures under the Antiquities Law. Until this survey, documentation of historic schools was not systematic. Moreover, Archives and History did not have a framework other than architectural style within which to consider buildings already documented in the Historic Resources Inventory. Emphasis on architectural design meant that the vast majority of historic school buildings in the state were ignored because they were vernacular in character rather than impressive stylistic statements.

Although the school survey grew out of admittedly bureaucratic priorities, the extensive research and travel needed to conduct the survey has broadened our staff's awareness of Mississippi resources and has forced us to focus on subjects larger than individual school buildings, such as the history of education and segregation, and national movements that brought sweeping changes to our built environment.

FIGURE 1

*Built in 1937, Bailey Junior High School in Jackson, MS, was designed by the firm of N. W. Overstreet & A. H. Town and received national attention for its innovative concrete construction. (Courtesy of the Mississippi Department of Archives and History)*

Fieldwork for the historic schools survey is organized around a valuable group of records created by the Mississippi Department of Education in the 1950s. At the center of these records is a statewide survey of public schools carried out by the Department of Education from 1953 to 1956 at the behest of the Mississippi legislature. This three-year survey was the beginning of Mississippi's attempt to bolster the state's system of racially segregated schools—which were, up to that time, separate but by no means equal—by bringing facilities for black and white children to the same standard. As part of this equalization effort, each of the state's 82 counties was required to survey its school buildings. The surveyors took photographs of each structure and documented condition, number of classrooms, date of construction, and other data. The result was a vast body of material about public schools at that time, including many that were abandoned by the end of the 1950s. Because so many small, unconsolidated schools for African Americans existed during the 1950s survey, the majority of the photographs document black schools—schools about which we previously had no knowledge because most have been lost through demolition or decay.

The photographs and reports of this 1950s survey eventually made their way to the state archives—a division of Archives and History and the official repository for public records deemed of importance to posterity. After an archivist brought this record group to our attention, we became more aware that the official archival records collected by different state agencies for their own pur-

poses might be of similar use to Archives and History in building its Historic Resources Inventory.

In addition to the 1950s school survey, the Department of Education record group also includes a card file called School Building Service Record Cards. These cards recorded standardized designs that were sent to school officials throughout the state by the School Building Service—founded in 1929 as a division of the Department of Education—and the dates of meetings between department staff and architects for each school construction project. Archives and History's research and fieldwork has uncovered much useful information about the School Building Service and its large collection of standardized building plans that were sent to school superintendents or principals upon request. Designs included schools ranging in size from 1 classroom to at least 12 classrooms, as well as vocational buildings, home economics cottages, gymnasiums, cafeterias, and teachers' houses. Unfortunately, the Department of Education apparently did not retain full sets of the designs, but recent research uncovered a number of the drawings in State Building Commission files in the state archives. Archives and History has also determined the characteristics of various standard types, previously known only by their Department of Education sequence numbers, through fieldwork on extant examples. Much work remains on this front, however, and we hope to find a complete set of drawings in the future. (Figure 2)

FIGURE 2  
*The Division of School Buildings in the Mississippi Department of Education kept records of school construction projects around the state on cards like this one for the Duck Hill School in Montgomery County, MS. (Courtesy of the Mississippi Department of Archives and History)*

SCHOOL BUILDING SERVICE RECORD CARD									
NAME OF SCHOOL	CITY	COUNTY	DATE						
Duck Hill	Duck Hill	Montgomery	1-8-30						
PRIN. SCHOOL BOARD	SPT. OF SCHOOL		ARCHT. REQUESTED BY						
	M. F. Herring		M. F. Herring						
DEPT. OF WORK	1-16-30	2-22-30	3-4-30	3-7-30					
RECOMMENDATIONS	3-7-30 10-2-30 10-2-30 10-2-30 10-2-30 10-2-30 10-2-30 10-2-30 10-2-30 10-2-30								
CONSTRUCTION									
MAINT. APP. REASON	CLASS. AREA	RENO. APPR.	PLANNED	18241					
SUBSTANTIAL PLANS	ONE CONTRACT	LAYOUT	PLAN NO.	20,046					
PLANS AND SPECIFICATIONS SENT	TOTAL COST	PLANNED	PLANNED	503					
TO WHOM	TOTAL COST	PLANNED	PLANNED	1332					
DESCRIPTION OF BUILDING	TOTAL COST	PLANNED	PLANNED	3000					
				TOTAL COST	144,111.11				
				TOTAL COST	8.97				
PLANNED									
DATE FIRST RECORD									
5-10-30									
CHECK PROGRESS									
MONTGOMERY Duck Hill Duck Hill									

Another source of invaluable documentary material has come from the Julius Rosenwald Fund collection at Fisk University in Nashville, Tennessee. The Rosenwald Fund contributed money and designs for African American schools throughout the South from the 1910s through the early 1930s, and its records include photographs of many of the schools that it helped to finance. Mississippi was second nationally in the number of schools built with Rosenwald support. Over 600 school buildings, vocational buildings, and



FIGURE 3  
Constructed in 1926, the Bynum School in Panola County, MS, is typical of the modest construction of most Rosenwald Schools. (Courtesy of the Mississippi Department of Archives and History)

teachers' homes were built, making the 1920s a time of great progress in African-American education in the state—a time about which Archives and History had very little information before the historic schools survey.(Figure 3)

Material from all of these sources combined to provide Archives and History with an organizing framework for our modern-day survey. Considering the rapid increase in demolition and abandonment of public schools in Mississippi during the 1990s, our first concern has been to conduct fieldwork concurrent with documentary research, since the tangible resources are disappearing from the landscape. Indeed, a number of buildings has been torn down in the few years since they were surveyed. The decision to begin fieldwork almost immediately after starting our research was the right one, but it did result in some gaps in the early stages of the survey. For instance, in the first two summers of the survey, Archives and History staff did not document any buildings built between 1955 and 1960 because the buildings did not appear in the 1953-1956 Equalization survey. However, after discovering the School Building Service Record Cards and realizing that a massive school building program had reshaped the educational landscape in the late 1950s, we began to document these later buildings. An understanding of their importance came from documentary research rather than fieldwork, and now we will have to return to the counties to document buildings that we overlooked in the early stages of fieldwork.

Our fieldwork methodology represents the culmination of a large amount of copying, sorting, and mapping. Copying the survey material from the archives, organizing all of the material by school, and mapping the location of each school is a time-consuming process, but one that must be completed to the most tedious detail to ensure a useful day of fieldwork. Mapping is an especially crucial component. Old maps from the 15-minute USGS topographic series were particularly helpful, as most 15-minute maps for Mississippi date to the 1940s and 1950s and show the locations of the schools before the Equalization period. For counties that were not covered by this series, further archival research produced a set of old county highway maps on which

Department of Education staff had marked the locations of each school documented in the 1953-1956 survey. While geographic information on county highway maps is not as detailed as that on the USGS maps, the highway maps provided at least rough school locations that could be investigated in the field.

After compiling this information for each county, Archives and History staff conducted fieldwork in the summer months, visiting the location of each school for which we had geographic data. Findings indicate that most of the African American schools and many of the white schools are abandoned or gone, their students having been consolidated into fewer centrally located schools.

After refining our research preparations and field procedures, we completed surveys in 20 counties each summer from 2001 to 2003. The resulting documentation includes detailed photography of the exteriors and interiors (when accessible) of about 800 school buildings and/or complexes; notes on architectural details such as door types, windows, and transoms; and floor and site plans noting classrooms, auditoriums, offices, later additions, and other significant features of the building or complex.<sup>2</sup>

Although not yet complete, the Mississippi Department of Archives and History's historic schools survey has opened new doors for preserving these important historic resources. In 2001, the state legislature approved a grant program to provide funding to preserve historic courthouses and schools in Mississippi. The grant program is now in its third round. Information gathered from the historic schools survey has been invaluable in administering these grants, as well as in other, more routine reviews. In addition, Archives and History now has an increased understanding of an important part of our state's history and architectural legacy. It is our hope that the survey will continue to aid us in our mission to preserve Mississippi's historic resources in the coming years.

---

**Jennifer V. Opager Baughn** is an architectural historian with the Historic Preservation Division, Mississippi Department of Archives and History. She can be reached at [jbaughn@mdah.state.ms.us](mailto:jbaughn@mdah.state.ms.us).

## Notes

1. Section 106 of the National Historic Preservation Act requires federal agencies to identify and assess the effects of its activities on historic resources.

2. A complex includes the main administration building and secondary buildings, such as gymnasium, vocational building, and teachers' homes.